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ABSTRACT

A profile of the state of English and English instruction in Turkey covers the following topics: a description of the role and status of English language use in industry and commerce, government, and education; the role of English at all levels of the educational system; the availability, characteristics, and training of teachers of English; the type of materials support available at all levels of instruction; educational administration in relation to English instruction, development, and planning for the teaching of English; the type of and demand for English instruction outside the educational system; the level of British, American, and other agency support for English instruction; and commercial opportunities, creative writing, and current research on English language and literature. A strong interest in the English language is noted at all levels in Turkey as well as wide enthusiasm for English literature. Although English is recognized as vital for Turkey's development in the international arena, meeting the demand for high quality English instruction has become difficult. Understaffing, lack of funds, and undertrained instructors present problems in teacher training. A short bibliography is also included. (MSE)

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ENGLISH TEACHING PROFILE

Country: Turkey

Date: MARCH 1985

1. ROLE AND STATUS OF ENGLISH

General

The role of English in Turkey is related directly to Turkey's position as a developing country. English, more than other foreign languages, offers access to knowledge and expertise essential to the country's development. Neither English nor any other foreign language is used as a means of social communication within Turkey but English is used as the main language for international communication. At university level, English is by far the most popular foreign language chosen as the compulsory foreign language subject. There is growing concern about the need for the assimilation of technical literature at all levels, and it is increasingly realized that competence in English is important for the development of the country.

Universities

English is used as the medium of instruction at the Middle East Technical University (Ankara and Gaziantep campuses) and at Boğaziçi University (formerly Robert College) in Istanbul, i.e. in two out of a total of twenty-seven universities. It is also used as the medium of instruction for certain courses in the Medical Faculty of Hacettepe University, Ankara, and it is planned that Marmara University's Medical Faculty will begin English-medium instruction shortly. There are Schools of Foreign Languages at some of the Turkish-medium universities which give compulsory courses in English for undergraduates (sometimes also in French and German). Some of these schools run courses for postgraduates and academic staff. Those universities which do not have Schools of Foreign Languages have English language teachers, and sometimes teachers of French and German, attached to different faculties.

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Schools

English is used as the main medium of instruction at a number of state and private schools. Turkish is required for such subjects as Turkish history, culture and social sciences. In practice this means that mathematics and science are taught in English. There are five private schools run by the Turkish Educational Foundation (TED), the best known being Ankara College; two private schools run by American groups; and two English high schools for boys and girls in Istanbul which have recently been taken over by the Ministry of Education. After these come a number of other private schools such as Tarsus College in Tarsus, Özel Türk Lisesi in Izmir, and Darüşşafaka Özel Lisesi in Istanbul. Of the state schools the Fen Liseleri (state science schools) are secondary only. There is now one in Istanbul and one in Izmir, as well as the older Ankara Fen Lise. Experimental science curricula are piloted in these schools before being introduced into the science streams of schools throughout Turkey. Anatolian high schools (Anadolu Liseleri) have intermediate (orta) and secondary (lise) sections. Their number has been increased in 1985 from twenty-four to fifty-three; a sudden increase which has caused staffing problems, for secondary teachers able to teach their subject in English are rare and some schools now lack the necessary staff. Eight technical and vocational lises have recently become English-medium (since October 1983). Some of the private schools have primary departments where English is taught as a subject, and a preparatory department to prepare pupils for intermediate (orta) school.

It was decided some years ago that military secondary schools would become English-medium institutions. There are now three, and two of them are English-medium.

There is an English-medium newspaper, the Turkish Daily News, read for the most part by foreigners. Local authors write in Turkish, but the thirst for English books, newspapers and periodicals is insatiable. Few Turkish bookshops stock books in English.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

Primary Schools

English is only taught in primary departments of English-medium and some private schools. There is, however, an (experimental) English-medium primary school run by the Anatolian University, Eskişehir, as a pilot project for the Ministry of Education. Textbooks are chosen by the schools (subject to approval by the Ministry of Education), which also conduct their own tests.

Intermediate and Secondary Schools

All pupils of intermediate (orta) and secondary (lise) schools are obliged to study a foreign language. In state schools English, French and German are the three languages offered. In practice more than two-thirds opt for English, which is indeed the only foreign language in many schools. Where a school offers other languages (French and/or German) students are often drafted to them unwillingly in order to reduce the size of the English classes. The schools that use English as a medium of instruction (see section 1) give an intensive preparatory year (twenty-five hours a week) and continue with nine hours a week throughout the rest of the course. Exceptions are the Fen Lise which being secondary only receives students who are already proficient, and

the two former English high schools in Istanbul which give a one-year preparatory course. These schools are now known as the Nişantaşi and Beyoglu Anadolu Liseleri. The other intermediate and secondary schools follow a standardized programme through the three intermediate (orta) years, during which they give three hours (i.e. 3 x 45 minutes) language teaching a week. Secondary schools (lise) divide into:

(a) Normal lises, in which the students are further divided between

  (i) science stream receiving four hours' language a week;

  (ii) arts stream, receiving five hours a week;

  (iii) a foreign language stream which was started in nine lises from 1983; more lises are expected to follow this pilot project.

(b) Technical and vocational lises, including technical, commercial, religious and special profession lises. Most of these give two hours of English a week. As mentioned above, eight technical and vocational lises have recently become English-medium.

(c) Primary teacher training lises, which give four hours of a foreign language a week.

All lises give three-year courses, except the technical lises which give four-year courses (to allow for practical and laboratory sessions in their technical subjects).

English-medium schools choose their own textbooks subject to ultimate approval by the Ministry of Education. For all other schools, books are prescribed by the Ministry.

There is no special emphasis on English in the examinations set in non-English-medium schools. Work done throughout the year in each subject is aggregated to give a pass or fail mark in each subject; those found deficient have to do extra courses in the summer and 'make up' examinations before the start of the next school year. The tests are set by the teachers in each school. This also applies to English-medium schools. Those who succeed in all courses are awarded a lise diploma which entitles the holder to sit the Inter-university Student Selection Examination (ISSE). This university entrance examination is not specially concerned with language proficiency. The two English-medium universities and Hacettepe University give their own grading examination which determines whether students can undertake major studies without doing the preparatory course (see below).

There are six or seven Ministry of Education Inspectors (some of whom have gone to cultural missions abroad) who visit classes and also attend in-service summer schools as observers. They can recommend teachers for attendance at summer schools. The Ministry of Education keeps records of teachers with gradings obtained from summer-school and other reports.

English literature is not taught as a separate subject at school level, although English-medium schools do include the study of some literary texts in their secondary (lise) programme.

There is little differentiation between the English courses given at normal lises and those at technical and vocational ones, though some attempt is now being made, at least in the eight English-medium technical and vocational schools, to develop English programmes suitable to the students' subjects of study.

Universities

The two English-medium universities (Middle East Technical University (METU) and Boğaziçi University) and Hacettepe University Medical Faculty give an intensive one-year preparatory course for intending undergraduates. An initial grading test exempts some (these are nearly all graduates of English-medium schools) from this course and divides the rest into streams, who follow courses at different levels. Even after the preparatory year students who have not been to English-medium schools sometimes find it hard to cope with study through English, and there have been complaints from the University Departments about this. Attempts by METU and Boğaziçi University and Hacettepe University Medical Faculty to improve their English language preparatory courses continue. However, the overall effect is that the preparatory year and four further years of study through English make some students competent, on linguistic grounds, to continue their education in English-speaking countries, should they have the opportunity or wish to do so. Standards vary and not all graduates would score highly with the English Language Testing Service (ELTS) for example.

METU also offers English classes to those who need them in the first year of their degree course. Since 1982 Hacettepe University has offered English classes throughout the undergraduate programme of study. Hacettepe University Medical Faculty opened an English-medium class in 1983.

Foreign language instruction in Turkish-medium universities is at present under review. YÖK, the Higher Education Council, would like all students to study a foreign language for four years, up to six hours a week. In fact, YÖK has issued an instruction that foreign language tuition will be six hours per week in Year One, four hours in Years Two and Three, and two hours in Years Four and Five. The present shortage of teaching staff makes longer foreign language tuition impossible. In some universities an effort is made to co-ordinate the English courses with the students' supposed study requirements, although many students and lecturers are not convinced of the importance or relevance of a foreign language when Turkish is the medium of instruction for the first degree. Some universities concentrate heavily on traditional grammar, almost to the exclusion of other aspects of the language. The new YÖK syllabus has taken a backward step in this respect.

In the past the university Schools of Foreign Languages carried no weight when it came to enforcing standards, attendance or class organization. The Directors of these schools are not language teachers but teachers of literature or other subjects, with Faculty rank. It is rare for a teacher of English language to reach a position of academic or administrative responsibility within the university system.

In some places, special courses are arranged for postgraduate students and university staff who need English for their theses. Attempts to enforce a uniform syllabus and to raise standards are being made through the intervention of YÖK.

English literature is a main four-year degree subject at the Universities of Ankara, Istanbul, Atatürk in Erzurum, Hacettepe in Ankara, Selçuk in Konya, Ege in Ismir and Boğaziçi in Istanbul.

Only Hacettepe and Boğaziçi Universities insist that students entering their English literature sections must, if found initially inadequate, pass through the preparatory course. Standards at the other universities are therefore low, although they are kept higher than one would otherwise expect by the large number of linguistically competent female graduates of English-medium schools who opt for these courses. University departments still choose their own textbooks and set their own internal examinations. Since 1982, however, syllabuses for all subjects have come under the scrutiny of YÖK. For some subjects, e.g. education, committees have been appointed to draw up syllabuses that should be followed by all institutions offering that particular subject. In the case of English literature, the Hacettepe University syllabus has been recommended by YÖK as the syllabus to be followed by literature sections in other universities. In 1983, YÖK issued its new syllabus for teacher trainees in the new Education Faculty.

Adult Education

The State Language School in Ankara, which is run by the Ministry of Education, provides government employees with intensive English language tuition.

3. TEACHERS OF ENGLISH

Schools

There is a shortage of foreign language teachers for secondary schools, particularly teachers of English. The Ministry of Education declared in June 1983 that, allowing an average of forty students to a class, there was a shortfall of 1,500 trained teachers of English. Five hundred teachers of French and the same number of German are also needed.

The main source of intermediate (orta) and secondary (lise) school English teachers has hitherto been the Ministry of Education Teacher Training Institutes. Until 1979-80 they gave a three-year course to lise leavers, which in theory qualified graduates to teach in intermediate (orta) schools, but not above intermediate level. In 1980 the course became a four-year one, in an attempt to raise its academic level.

In practice a very large number of graduates from the earlier three-year programme actually taught, and continue to teach, in secondary schools. Until 1981-82 teachers for the secondary level were supposed to be supplied by the University Departments of English Language and Literature, and by the Higher Schools of Foreign Languages of Istanbul University and Atatürk University Erzurum.

In 1982 the six Ministry of Education Teacher Training Institutes, which by then had been renamed Higher Teachers' Schools (in Ankara, Istanbul, Izmir, Bursa, Konya and Diyarbakir), were removed from the control of the Ministry of Education and became Faculties of Education of the Universities of Gazi (Ankara), Marmara (Istanbul), 9 Eylül (Buca, Izmir), Uludag (Bursa), Selçuk (Konya), and Dicle (Diyarbakir).

Graduates from these Faculties of Education, after completing their four-year programme, will be deemed qualified to teach at lise level.

University students from other faculties, such as English Literature sections, who wish to become qualified teachers are supposed to take supplementary courses in education offered by the Faculties of Education, which lead to a

teaching certificate. These optional courses are taken in the same four-year period as their degree studies. In all there are now sixteen Faculties of Education: at the Universities of Ankara, Hacettepe, Middle East Technical, Gazi, Istanbul, Bogazici, 9 Eylül (or 9 September), Anadolu, Uluday, 19 Mayis (or 19 May), Selçuk, Çukurova, Dicle, Erzurum, Antalya and Trabzon.

Except for a proportion of government scholarship holders, students in the Faculties of Education and other university faculties have no obligation to teach. Even when they are so obliged, they can compound for a cash payment. Heavy wastage is normal. Entrance to the Faculty of Education is often the result of a low mark in the entrance examination, and not the student's first choice. It should be added that teacher training has been severely disrupted over the last few years; first by political agitation prior to the change of government in 1980, which resulted in graduates being awarded teaching diplomas after little more than three months' actual training spread over three years; then by the switch from a three-year to a four-year course in 1979-80, and the attendant administrative changes; and most recently (1982-83 academic year) by the transfer of the teacher training institutes (higher teachers schools) from the Ministry of Education to the universities as Faculties of Education, with further changes in curricula and staffing.

The shortfall in active output from the former Ministry of Education Training Institutes and the universities has led to the use, already noted, of Ministry of Education graduates in secondary (lise) classes. At the other end of the course, intermediate (orta) classes have very often been taught, and still are, by unqualfied people contracted for limited periods by headmasters, or simply not taught at all.

The courses at the Ministry of Education Teacher Training Institutes tended, until the 1981-82 academic year, to be couched in vague enough terms to be interpreted according to the opinions currently prevailing in each. Methodology and practice teaching were weak points. There have been reductions to one semester each in the new YÖK curriculum. The courses, however, remain theoretical and show no awareness of the need to practise teaching skills, either in general or as relevant to the courses the graduates will teach. The syllabus for the training of foreign language teachers, which was recently proposed by the Higher University Council for the newly established Faculties of Education, is not a marked improvement on the earlier Ministry of Education syllabus. The bias is still towards theory and what is considered 'academically respectable'.

Besides the Ministry of Education Teacher Training Institutes and the Language/Literature Departments of the universities, graduates qualified to teach at lise level have also been produced by the Higher School of Foreign Languages at Atatürk University, Erzurum, which grew out of a service-English department. The Higher School of Foreign Languages at Istanbul University produced its first graduate qualified to teach lise classes in 1976, and has had a politically disturbed history. In 1982 it was reconstituted as the Foreign Languages Education Department of the Faculty of Letters, Istanbul University. It remains an institution of potential, though its role (vis-à-vis teacher training) has not been clarified.

Apart from some Turkish Cypriots and a few expatriates in English-medium schools, all the teaching staff in schools are of Turkish nationality.

Higher Education

The Faculties of Education

When these faculties were Ministry of Education Teacher Training Institutes

(higher teachers schools) they were staffed by graduates of a university or a Ministry of Education Teacher Training Institute (usually the latter), who in most cases had school-teaching experience. The staff were appointed by the Ministry of Education after examination and interview. In 1983 many of these Ministry-appointed staff were threatened with dismissal by the universities, on the grounds that they were unqualified to teach in universities, and were told they would have to return to the Ministry of Education. They were given a 'stay of execution' for one year and then returned to teach in Anatolian high schools. Those who are three-year graduates from the former Teacher Training Institutes have been informed that they must make up their additional fourth year by gaining fifteen more credits in an Education Faculty; and thereafter take an MA course to qualify as teachers. Some teachers have been dismissed on the grounds that they were 'underqualified'.

The Higher Schools of Foreign Languages at Boğaziçi and Middle East Technical Universities

These are staffed mainly by university graduates: some, but by no means all, from the English Literature Departments, and some with school-teaching experience. They have on the whole excellent English. A few English and Americans with Turkish husbands are also employed by these schools.

The Turkish-Medium Universities

English teachers in Turkish-medium universities are graduates of university Departments of English Literature or, more usually, of the former three-year courses run by the Ministry of Education Teacher Training Institutes. Many have school-teaching experience. Their English is less good on the whole than that of teachers employed by the English-medium universities.

University Departments of Western Languages and Literature

These employ as teachers of English language and English literature graduates who are, in most cases, working towards their higher degree (in English literature). Promotion up the academic ladder is through examination, thesis, demonstration teaching/lecturing and interview. English language teachers are in most cases on the bottom rung of the ladder, or (in the case of graduates of the former Ministry of Education Teacher Training Institutes) not on the ladder at all.

Native Speakers

Native speakers were once recruited by the state Anatolian high schools but are now, apart from a few recruited by the British Council for the former British boys' and girls' schools in Istanbul, found only in the various types of private school mentioned in Section 1. At present, the salaries offered by schools are insufficient to attract teachers from Britain. Some of the private schools employ native speakers, recruited direct from the UK, or local British or American spouses of Turkish citizens.

The British Council and the ODA used to provide staff for the Ministry of Education Teacher Training Institutes at the request of the Ministry. They were all phased out several years ago, largely because of the uncertain state of these institutions and the professional difficulties faced by native speakers working in them. These institutions, as already mentioned, have now become university Faculties of Education.

The two English-medium university Higher Schools of Foreign Languages employ native speakers by local contract, usually American or British women with Turkish husbands.

At present, there are advisers from the ODA-funded Key English Language Teaching Scheme (KELT) at the Middle East Technical University (Ankara), Boğaziçi University (Istanbul), and the Anatolian University (Eskişehir); the last is also involved with the Open University Faculty of that University. YÖK approached the British Council for advice on how to set up recruitment. Nothing so far has come of this proposal, largely for financial reasons.

4. MATERIALS SUPPORT

Schools

The textbook series used in all Turkish-medium government schools is An English Course for Turks. This was prepared by a group of Turkish teachers assisted by an ODA-supplied adviser, under the auspices of the Council of Europe Foreign Language Teaching Programme. It is printed by the government press and covers the six years of orta and lise education. Picture sets, flash cards, flannelboard figures, filmstrips and teachers' books accompany the six pupils' books. Cassettes for the language drills have been promised but have not yet materialized.

The English-medium Anatolian high schools and private schools can choose their own courses, subject to the approval of the Ministry of Education's Board of Education. Most use standard Longman, OUP or Heinemann courses, such as Target, Mainline Progress/Skills, Access to English and the Kernel Lessons series, supplemented by various other materials such as Reading for Adults, First Certificate Themes, and simplified/abridged English readers.

Universities

The English-medium universities have used an assortment of texts in their Higher Schools of Foreign Languages, including the Kernel Lessons series and Reading and Thinking in English, and other materials such as Basic English for Science, titles from the Focus and Nucleus series, cyclostyled passages from textbooks and, perhaps increasingly, locally written materials. Attempts have been made to divide up students in the preparatory year according to their intended major subjects.

The Schools of Foreign Languages at other tertiary institutions likewise use a variety of materials. For general English the Kernel Lessons series is popular. The Heinemann Interaction series is becoming known. Alexander's Practice and Progress and First Things First are still found in some classrooms. Those teachers who try to relate materials to students' degree subjects use Focus and Nucleus titles, often supplemented by cyclostyled passages from textbooks (for courses called 'reading' and ' translation').

The Faculties of Education

These use different course books, supplementary textbooks, readers and other materials. The language course most used at present is probably Exchanges (Heinemann) in the first year, with increasing use of Teaching English through English (Longman) for methodology in the last year. Of locally produced ELT methodology texts, the most widely used are by Patricia E Mathews and Dr Ahmet Özen. Both were originally printed by the Gazi Teacher Training

Institute, now the Faculty of Education of Gazi University. Each former Ministry of Education Teacher Training Institute was presented with books by the British Council in 1982; the presentation included a selection of standard modern methodology works in English as a Foreign Language.

Use of Teaching Aids and Resources

Practically all the universities, a good many English-medium schools and some state organizations have language laboratories, though many are not functioning properly. The use made of them varies from intensive and effective in the Higher Schools of Foreign Languages of the English-medium universities to a complete waste of the potential of the equipment, or not infrequently its total disuse. Video equipment has been purchased by Ankara College and METU, and is soon to be purchased by other state schools and certain universities. Sometimes it is regarded (wrongly) as a substitute for closed circuit television, and thus not properly exploited. Libraries are usually poorly stocked and little used because the element 'reading', which figures prominently in all syllabuses, is still widely interpreted as meaning the reading aloud of a few texts each year. The teaching of reading skills as such is neglected because it is not understood. The use of a library, at any level, as a resource centre, and the concepts of extensive out-of-class reading or reading for pleasure are rarely found, though Council and ODA book presentations have been made to a few of the institutions here discussed. Few Turkish students have a reading habit in their mother tongue; it is therefore unsurprising that they do not easily read in a foreign language.

The Foreign Languages Development Centre, Ministry of Education

This Centre, set up under the same Council of Europe programme as that which gave birth to the new textbooks, was the base for the Textbook Commissions for English, French and German. It contains a library of books and equipment and issues an occasional newsletter for English teachers. With the ending of Phase 1 of the Council of Europe plan for the Development of Modern Language Teaching in Turkey (in 1979), the Centre became involved in Phase 2, one object of which was to raise the quality of the pre-service teacher training provided by the Ministry of Education Teacher Training Institutes. This involvement with pre-service training ended when these institutions were incorporated into the university system in 1982. Another aspect of Phase 2, documented in several Council of Europe reports, has to do with helping the Ministry establish a proper infrastructure for the in-service training of language teachers. The Centre will doubtless continue to be concerned with in-service training.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

General Principles

Much is said on the administration of English teaching in Sections 2, 3 and 6 of this profile.

The Ministry of National Education is responsible for the performance, supervision and monitoring of all educational services in Turkey, in accordance with the National Education Law. This authority is delegated to under-secretariats and general directorates in the central organization. The

central organization administers schools in Turkey through provincial authorities.

The Ministry is responsible for setting the curriculum, providing teachers, educational aids and materials, funds, and the supervision and inspection of schools at all levels.

Educational services are funded out of the State Budget. In 1983 the sum allocated for education was TL 286,619,006,000 or 11.2 per cent of the State Budget.

Structure and Organization

The Ministry of Education is currently undergoing a complete reorganization, following the return to civilian rule. Many heads of departments and advisers have yet to be named and advisory boards reshuffled. Please refer to the chart. As previously stated, YÖK, currently headed by Professor Dr Ihsan Doğramaci, controls university administration, organization, curricula and reforms. The Ministry of National Education is in charge of all schools, public and private. Most universities issue their own year-books. The Council for University Entrance Examinations and Placing (ÖSYM, or Öğrenci Seçme Yerlestirme Merkezi) sets and marks the Turkish university entrance examinations in all subjects each year. Based on their marks in this examination, and on the priority of their chosen subjects of study, secondary-school students are either admitted to university or not.

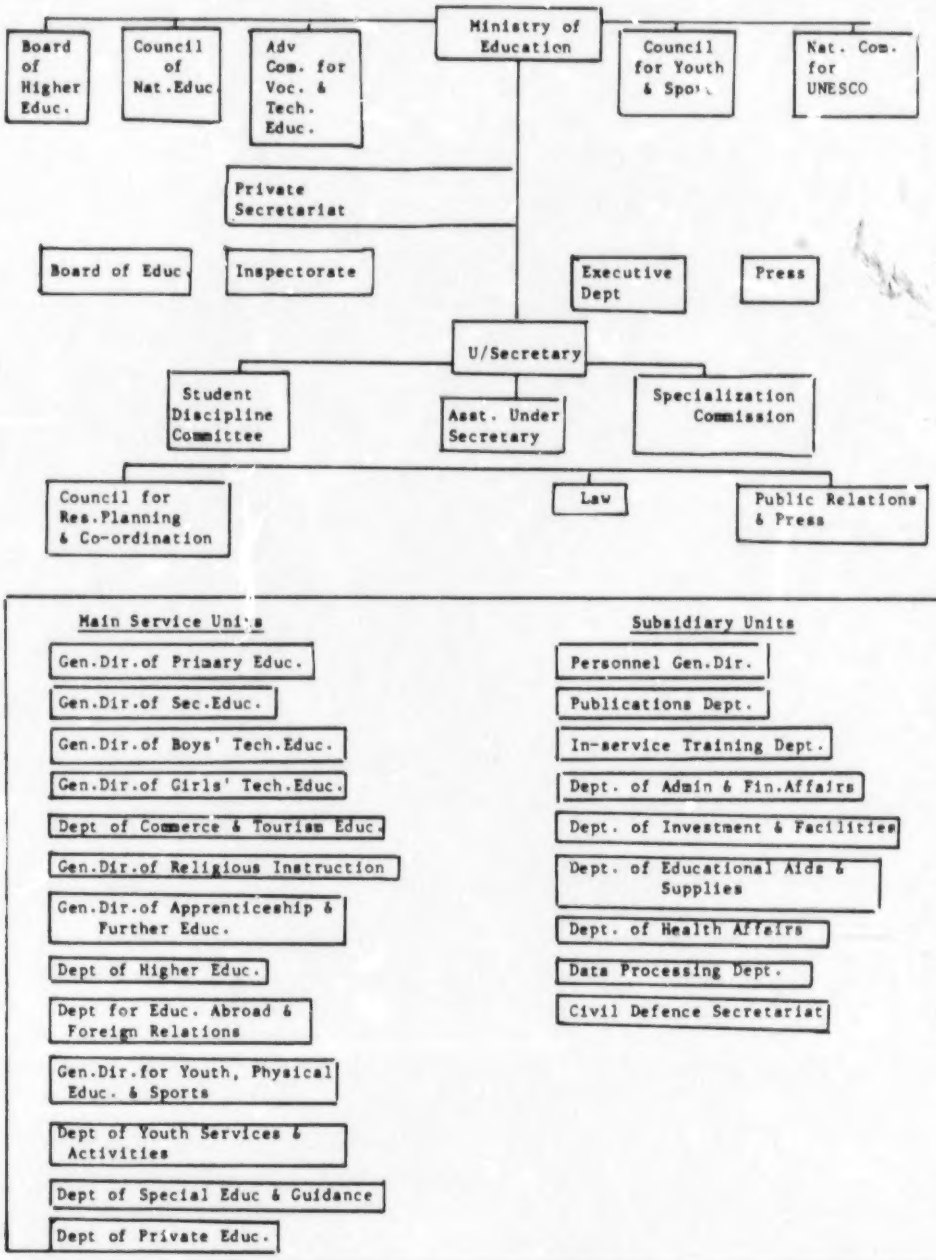
School Level

The Board of Education is responsible for in-service English teacher training activities. Its former responsibility for pre-service teacher training in the days of the Teacher Training Institutes has transferred to YÖK, since the Teacher Training Institutes have become part of the universities as Faculties of Education. The Board of Education is separate from the Inspectors' Board.

The Inspectorate of English is a small body consisting of some seven members, three of whom are currently abroad. The Inspectorate does not involve itself in teacher training, but visits schools to monitor that syllabuses are taught and examinations carried out as laid down by Ministry regulations.

All official communication by outside bodies with the Ministry of Education is done through the Ministry of Foreign Affairs, who liaise with the Foreign Relations Department of the former Ministry. This Department is separate from the Board of Education, and is part of the section entitled Council of General Directors. It is headed by a General Director of Foreign Relations who reports to the Under-Secretary. This part of the Ministry liaises with the English, French and German Embassies and convenes selection boards for the competitive entry of Turkish candidates for foreign scholarships at school and university level. It is the main administrative channel through which outside bodies may liaise. A foreigner may not visit a school without advance permission in writing from the Ministry.

ORGANIZATION OF THE MINISTRY OF EDUCATION



Directorates connected to above	Provincial Organizations	Overseas Organizations
	Prov.Dir.for Nat. Educ Youth & Sport	Educ.Councillors Student Inspectors & Cultural Attachés
	Regional Dir.for Nat. Educ. Youth & Sport	
Gen.Dir.of Physical Educ.	Dept of Physical Educ.	
Gen.Dir.for Higher Educ. Credit and Hostels	Dept for Higher Educ. Credit and Hostels	

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The vocational lises are administered by their own Board of Vocational and Technical Education.

University Level

As stated, the Higher Education Council (YÖK) is responsible for all tertiary level (university, college and other) administration, the foreign language syllabus followed, academic staffing, and all other matters. It has introduced far-reaching reforms, increasing student entry by many thousands throughout the country. The former Teacher Training Institutes which trained teachers of English are now Faculties of Education. These changes have been described in this profile. The total number of universities in Turkey has been increased from fifteen to twenty-seven, including an Open University Faculty within the Anatolian University, Eskişehir. English is recognized as a vital means of access to knowledge in all subjects. Study of a foreign language is compulsory for all students and the most popular foreign language is English; the other two are French and German.

The Middle East Technical University in Ankara and Boğaziçi (Bosphorus) University in Istanbul are both English-medium universities. Both have a 'preparatory' school, i.e. one year of English language teaching to ensure students have the necessary competence in English to undertake a degree course in that medium. Hacettepe University, though Turkish-medium, has a preparatory school, and a few other universities have been considering the introduction of this system to improve English levels outside the main course of study. The universities administer their own examinations, and award marks according to a unit-credit system. All universities award a Bachelor's degree (lisans) at the end of the four-year course. Some junior colleges within the university faculties also offer a pre-Bachelor diploma after two or three years. Most universities offer higher-degree courses leading to Masters' and doctoral degrees. The holder of a degree or diploma from a foreign country must have its equivalence certified by the Ministry of Education. So far a British Diploma in EFL (English as a Foreign Language) and/or linguistics, and the various teacher-training courses of the Royal Society of Arts leading to certificates or diplomas, are not recognized in Turkey.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

The tasks facing those who wish to improve English language teaching and learning in Turkey are daunting. Among the areas to be considered are:

Pre-service training. This is now the responsibility of the university Faculties of Education. Six were formerly Ministry of Education Teacher Training Institutes and at least four other Faculties of Education - those at Çukurova University, Adana; Hacettepe University, Ankara; Middle East Technical University, Ankara; and Boğaziçi University, Istanbul - have begun, or intend to begin, to train English teachers. There is a pressing need to develop curricula and syllabuses for the training of foreign language teachers which ensure enough practical training in teaching skills. At the same time there is a need to ensure that staff who handle training programmes have the right professional qualities and experience. The unsettled state of the universities over the last few years and the continuing reorganization and changes of staff have tended to frustrate improvements.

In-service training of school teachers. The Department of In-service Training of the Ministry of Education needs to develop a proper infrastrucutre for the in-service training of language teachers for Turkish-medium and English-medium schools. This will involve training a cadre of Teacher Advisers, and identifying centres where training both in language skills and in methodology can be done on a regular and systematic basis. Tentative steps are being taken in this direction. A five-year plan has been drawn up for in-service training of teachers, with Hacettepe University mentioned as the main centre. However no steps have been taken to implement the plan since there is a shortage of funds. Provision should also be made for the professional orientation of teachers working in technical and vocational and other special schools. A solution needs to be found to the problem of what to do with the large numbers of English teachers with very poor English and low professional competence.

The professional development of university language teachers. Much more needs to be done to raise the professional skills of language teachers working in the universities, both English-medium and Turkish-medium. Efforts to raise standards are hampered by the low status accorded to language teachers in universities, by their often heavy teaching schedules, by a very considerable increase in student numbers, and by the frequent organizational changes and consequent state of uncertainty about their future in the universities. There has been some progress in staff and programme development in the two English-medium universities and in at least one Turkish-medium university (the Anatolian University at Eskişehir) with British Council help; but, in the main, language teaching in the Turkish-medium universities is quite under resourced, and teachers are without guidance, or a voice of their own in academic affairs.

English language courses in the universities. Along with the need to improve teachers' professional skills and status, there is a need for better designed courses. In the case of the English-medium universities it is a need to arrive at syllabuses and sets of teaching materials for the English language preparatory courses which are sensitive to the differing entry levels and to the students' academic needs. In the case of Turkish-medium universities, it is a need first to agree on and to make explicit the aims of foreign language instruction, and then to arrive at syllabuses and teaching materials appropriate to these agreed and explicit aims.

English in the government and industrial sectors. A need has long been felt in the government and industrial sectors for foreign language training for employees. There is a State Language School for government employees, as already mentioned, and various public organizations and state industrial enterprises attempt to run language courses for their staff, e.g. TEK (Turkish Electricity Authority) and SEGEM (Industrial In-Service Training Centre). These efforts are in the main under-resourced, unco-ordinated, and fairly ineffective. The actual needs must be explored, to encourage a greater commitment to language training, to increase and co-ordinate resources, in short to establish foreign language instruction in the public sector on a sounder footing. Changes may be stimulated in this area by the large industrial training projects soon to begin in Turkey, for which both general English and ESP (English for Specific Purposes) will be required. The Ministry of Industry and Technology may be encouraged to take the lead in increasing commitment to foreign language instruction in the industrial sector, but the signs are that individual organizations within industries and Ministries wish to have their own English language capability, rather than make use of one English language service-centre.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

All major cities have privately run schools (dershane) aimed principally at preparing students for school and university entrance examinations. All dershane are required to obtain Ministry of Education permission to open and are inspected once a year, though the criteria for inspection are not known. Their curricula include languages, but a strictly examination-orientated style of grammar is used. (Recently the dershane came under Government scrutiny and threat of closure, but are nonetheless flourishing and increasing, particularly in Bursa, Izmir and Istanbul.)

Their orientation towards examination preparation is also seen from their study guides to school and examination subjects and their translated versions of English language course books, produced by the same people for the same purpose.

There are some private language schools in the main cities. Some of them employ native speakers of English; the size of these institutions varies. Many state organizations, such as the Turkish Electricity Authority, employ teachers of English and run courses for their employees (see Section 6). A few schools have language laboratories and some plan to purchase video recorders.

Higher-quality language schools also exist, mainly in Instanbul. Some of these offer commercial skills. International House has an affiliation agreement with three schools, in Ankara, Izmir and Istanbul.

The two Turco-British Associations in Ankara and Istanbul have, after the changes in Turkish law concerning associations, severed their financial and administrative ties with the British Council and continue as independent cultural associations offering language classes of reasonable quality; they also provide organizations and firms with English tuition for their employees. The Council maintains a friendly relationship with them on the professional, advisory level, and collaborates with them in organizing ELT seminars and their cultural and film programmes.

Many state organizations, including the State Economic Enterprises, run English language classes for employees (See Section 6).

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

Language Teaching

The KELT programme has been active in Turkey since 1980.

Some projects have already finished: one post, in the School of Foreign Languages, Çukurova University, supplied assistance in preparing a new English language textbook series for intermediate and secondary schools; there was another in the Higher School of Foreign Languages, Istanbul University; and an ELT Adviser in the Centre for the Development of Foreign Language Teaching.

Of the current KELT posts the first opened in 1981 in the Higher School of Foreign Languages, Middle East Technical University. Its purpose is to improve the English language preparation courses provided by the School of Basic English. Useful work has been done in improving the teaching materials, and a regular programme of in-service training for the School's English teachers has been instituted by the KELT officer's UK-trained counterpart. Since October 1983 they have been working on the development of video materials by the staff of the School, and establishing in-service teacher training; the KELT post is expected to end in 1985.

A second KELT post opened in 1982 in the Higher School of Foreign Languages, Boğaziçi University, to help establish an English Language Testing Unit. A third, in methodology, was established in the same University in 1984.

In September 1982 an ODA-funded contract post was established at the Anatolian University, Eskişehir. The post-holder works in three areas: improving English teaching programmes in the University; helping the new Faculty of Education establish procedures for training English language teachers; and advising the Open University Faculty on English language instruction through television. The last has taken on country-wide importance since the Anatolian University began transmitting its ELT by TV programmes in April 1984. They use adaptations of the BBC series Follow Me and others. Support material in the form of specially written, well illustrated textbooks in English and Turkish is part of the Open University package to students. Great interest has been aroused in both the programmes and the books. The post-holder and his Turkish colleague were both trained on short courses in the UK to prepare for this work.

A new ODA-funded ELT specialist post is to be established in the University of Trabzon.

The projects which all these posts underpin have been supported by ODA-funded book and equipment presentations.

Several ODA-funded fellowships have been offered to the Teacher Training Institutes. Five teacher trainers completed TEFL Diploma courses in 1980, six in 1982 and one in 1983. Each year, in addition, a group of teacher trainers has attended a three-week summer school in Britain funded by the British Council. The Council also supported an orientation course for teacher advisers at Mersin, and several vacation courses for orta and lise teachers of English (summer 1983).

Besides training KELT counterparts in the UK, in support of the projects mentioned above, British Council one-year scholarships and three-month bursaries have been awarded annually to university language teachers. In addition a number of university language teachers (twenty-three in 1983, twenty-one in 1984) are yearly given short Council bursaries and Hornby Trust awards or Council visitorships, to attend British Council three-week summer schools and non-British Council summer schools. A recent (1983) exercise was to send a group of ten language teachers from Boğaziçi University to Reading University for three weeks, to prepare the ground for a change in teaching approaches in the Higher School of Foreign Languages, and as a complementary exercise to the KELT project on language testing.

Seminars on aspects of language teaching, with specialists brought from the UK, have been and will continue to be held at the universities. Specialists from the Universities of Leeds, Aston and Reading, Moray House College of Education and the British Council in London have given seminars on such topics as ESP and EAP syllabus design (English for Specific and Academic Purposes), reading in ESP programmes, teacher training methods in the universities, English language testing, and video for English language teaching. These seminars are usually combined with consultancy visits and have in some cases, e.g. a series of seminars on testing, led to the formation of a university-based KELT project, or been organized in association with an existing KELT project, as at METU.

Literature Studies

Turkey is unusual in that there is a tremendous interest in English literature as well as in language teaching. This means that our activities are spread over a much wider spectrum than in some other countries.

The annual All-Turkey English Literature Seminar, which is hosted by a different university each year, has become an established and prestigious event. It is supported by the British Council in the form of eminent speakers from Britain, and by associated book presentations and exhibitions. The Universities of Hacettepe (Ankara), Ankara, Boğaziçi, Atatürk, Erzurum and Ege (Izmir) have hosted it in the past. The venue for 1985 will be the Middle East Technical University (Ankara).

British Council one-year scholarships and three-month bursaries have been awarded to teachers of English literature. Each year selected literature teachers are enabled to attend the Cambridge English Literature Seminar and British university summer schools. There have also been small British Council book presentations to Literature Departments.

Turco-British Associations

While direct financial and material support for the Turco-British Associations (TBAs) has ceased, professional ties remain close. ELT seminars for staff are held at the TBAs throughout the year with Council assistance, although it is intended that these be replaced in future by a part-time course such as those run for the Royal Society of Arts exams. Bursaries, Hornby Trust Awards and visitorships are made available for staff to attend Council or non-Council summer schools. Senior administrative staff have been enabled to visit language schools in Britain and Council ELT institutes abroad for professional comparison. Council ELT consultants have visited both TBAs at their request and submitted reports on professional management and other matters. The Council has also presented a language laboratory to each TBA and assisted them in obtaining equipment unattainable in Turkey. There has been some effort to make use of the TBAs for the language training of Technical Co-operation Award candidates. The Council recently (1983) recruited an Academic Adviser for the TBA Ankara for a two-year period.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

After the Military Government took over in 1980 there was an improvement in political relations between Turkey and the USA, which had sunk to a low point just prior to the change of government. The Georgetown University programme for Teacher Training Institutes was, by then, already far in the past although some of the materials it encouraged, such as P E Mathews' and Ahmet Özen's ELT methods texts, were still in use, and for that matter still are. Some of the teachers of English who had benefited from training under the programme were by 1980, and still are in 1985, in senior administrative positions.

Since 1980 there has been some, though not a remarkable, increase in American support for the teaching of English, including the support of literacy and cultural studies. There are no teachers of English language sponsored by US government agencies working in Turkish institutions, apart from a locally engaged American Director of Studies in the Turkish-American Association, Ankara, who is funded by the United States Information Services (USIS). The official American presence consists of:

Four Turkish-American Associations in Ankara, Istanbul, Izmir and Adana. Two of these are barely recognized by USIS. Those in Ankara and Izmir receive modest financial support. Total annual enrolment is probably

about 5,800 in Ankara and over 9,000 in Izmir.

The USIS maintains libraries which are usually located on the TAA premises. Both Ankara and Izmir USIS also have video equipment which is loaned to the TAAs and other interested Turkish institutions. A growing and popular collection of American films on video is available for loan.

The USIS and the Ankara TAA host an annual American Studies Seminar with speakers from the USA and prominent Turkish speakers. The USIS also helps the TAAs run regular in-service programmes for their teaching staff.

There is an active Fulbright programme, with ten Visiting Professors currently attached to universities in the fields of American Studies and Education. The Fulbright Office and the USIS also organize an annual six-week intensive ELT summer programme in Istanbul for teachers of English from the English-medium Anatolian high schools.

Turkish teachers of English language and literature are awarded bursaries to attend the TESOL Conference and appropriate courses or seminars in the USA.

USIS-produced English teaching material, and commercial publications are presented to institutions, mainly to universities; English Teaching Forum is distributed throughout Turkey, free of charge.

ELT seminars hosted by Turkish universities have received support from the USIS similar to that provided by the British Council. The British Council and USIS sometimes jointly support university-based ELT seminars.

The Americans support two officers concerned with different aspects of English: the English Teaching Officer, who is a language teaching and teacher training specialist, and the English Studies Officer, who deals with American literature and cultural affairs. The corresponding British duties are all covered by the work of the Council ELO. There is regular liaison between the two American officers and the Council ELO on all aspects of English language, literature and teacher-training work.

10. OTHER AGENCY SUPPORT

A series of summer schools for teacher trainers was sponsored by the Council of Europe, with the Ministry of Education, in Izmir (1980), Bursa (1981) and Ankara (1982). The British Council supported them with UK lecturers, book exhibitions and the loan of teaching materials and equipment. They culminated in the publication of detailed proposals for curriculum reform and a syllabus for language teacher training. These proposals have not been taken up. The Council of Europe's project has now ended. Other agencies are not involved in EFL in Turkey, with the exception of USIS already described in Section 9.

11. COMMERCIAL OPPORTUNITIES

Private English Language Schools

The law in Turkey does not allow foreign-owned language schools to open up and run for their own commercial benefit. However, such foreign enterprises may be affiliated to Turkish-owned English language schools. An example of this is English Fast, the group of three schools affiliated to International House in London.

In addition, foreign exchange control does not permit the unlimited transfer of revenue in Turkish lira outside the country. Currently (and the situation fluctuates), if a foreigner has made an investment with a Turkish partner he is entitled to remit abroad a certain percentage of the profits. However, anyone considering establishing a joint business in Turkey should first take Turkish legal advice on this point.

Recruitment of British Staff

Certain public and private educational institutions are interested in recruiting qualified British staff, particularly in the field of EFL. In certain cases, the institution would be willing and able to pay recruitment fees for this service, although some would not. Recruitment agencies should satisfy themselves first on this point before agreeing to recruit, and it is advisable to obtain payment in advance for such services. The industrial sector is expanding in Turkey, and there may in the future be contract opportunities in this area for EFL staff experienced in tailoring special programmes (ESP) for specific needs. A recent attempt to obtain funding by the United Nations Development Programme (UNDP) for industrial language training did not succeed; sutiable funding is the main obstacle.

12. CREATIVE WRITING

Creative writing is done almost entirely in Turkish. However, authors writing in English include the following:

MARDIN Yusuf, Colloquial Turkish Redwood Press Ltd.UK (also Routledge & Kegan Paul, London,1961,reprinted 1966)

IZ Fahir & HONY H C, A Turkish-English dictionary. OUP 1947, 1959, reprinted 1960,1971,1974,1975,1980

DOGRAMACI Emel, The status of women in Turkey. Meteksan Co. Ltd., Ankara, 1984

UYSAL Ahmed, Tales alive in Turkey. Harvard U. P., USA, 1966

TAŞKIRAN Tezer, Women in Turkey Redhouse, Istanbul, 1976.

There are no literary prizes awarded for work in English nor literary societies devoted to individual English writers. However, the university English Departments are keenly interested in English literature studies, and the annual All-Turkey English Literature Seminar in which most Turkish universities participate is continuing evidence of this interest. The British Council supports this national event each year by sending two British literature specialists to lecture to the Seminar, and to selected universities.

Turkey has for many years supported an active printing and publishing industry, which is principally centred on one of the older quarters of Istanbul. Although some extremely large newspaper groups exist, with publishing interests that extend into Western Europe, the industry tends on the whole to be organized on the basis of small family firms specializing in particular categories of publications.

Certain major public- and private-sector organizations, including the Ministry of Tourism, Culture and Information and the largest banking groups in Turkey, are involved in subsidized publishing activity, principally related to books for children and books and journals on the history and culture of Turkey.

The publication of academic journals tends to be undertaken by universities and academic bodies, such as the Turkish Historical Society, most of which maintain their own printing facilities. Less specialist, subject-based journals and popular magazines, aimed at a general readership, are currently providing a growth area in local publishing and are undertaken by the larger commercial publishing houses.

A number of publishers specialize in the commissioning and publication of foreign works in translation, the main categories being light fiction of the romantic, thriller and family saga genres, and reference works such as encyclopaedias and student textbooks at both secondary and tertiary levels.

British publishers, in common with other foreign publishers, are fairly poorly represented in book shops in Turkey and their books, if available, are principally those in the subject areas of English language teaching (Longman, OUP, Heinemann, CUP, Macmillan), general fiction (Penguin, Pan, Fontana) and, to a lesser extent, basic technical handbooks (Newnes Technical, Focal Press) and titles on Turkey and Turkish studies (OUP, Thames & Hudson, Benn).

Joint printing and publishing initiatives have been undertaken by Macdonald Educational for large-format children's books, and OUP for an illustrated English/Turkish school dictionary. Longman is also understood to have published certain English language teaching titles in Turkey and to have agreed on terms for the local reproduction of accompanying cassettes.

13. CURRENT RESEARCH

Individuals in the English departments of most Turkish universities are engaged in research into American or British English literature. Some of the more notable ones are listed below, but these are only a selection. English literature is a highly popular subject and some university libraries have good collections of standard English authors in this field.

English Literature (Research into Shakespeare, Elizabethan & Jacobean writers).

Prof Dr Engin Uzmen (Ankara University English Department)
Prof Dr Bulent Bozkurt (Hacettepe University English Department)
Hamit Çalişkan (Ankara University)

English Literature (Modern)

Dr Ayten Bear (Middle East Technical University - E M Forster)
Dr Azize Özgüven (Aegean University, Izmir - Samuel Beckett and Thomas Hardy)
Dr Deniz Bözer (Hacettepe University - Mrs Aphra Behn)
Prof Dr Seckin Ergin (Aegean University, Izmir - Doris Lessing)
Prof Dr Senger Tonguç (Istanbul University - Tolkien, Shakespeare)
Dr Gulden Ertuğrul (Atatürk University, Erzurum - D H Lawrence)
Prof Dr Ahmed Uysal (Middle East Technical University - Scottish folk tales and folk-lore)
Dr Eyin Noyan (Middle East Technical University - twentieth century novel)

English Language and Linguistics

Nurgen Akar (Gazi University - syllabus design and methodology)
Ismail Boztas (Hacettepe University and Lancaster University - Testing and ESP)

Dr Sabri Koç (Middle East Technical University and Lancaster University - applied linguistics)
Dr Ahmed Kocaman (Hacettepe University and Edinburgh University - testing)
Dr Ozcan Demirel (Hacettepe University - computer-assisted language learning and semantics)
Fatma Onal (Hacettepe University - ESP and reading skills)
Vicdan Erkir (Hacettepe University - ESP and reading skills)

Turkish libraries, both in universities and the (new) National Library, are not adequate for research in the fields of language, literature and linguistics, which is why so many Turkish scholars and academics request visits to Britain to do their research and buy books there. Many works essential for research are simply unobtainable in Turkey.

14. BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION

Reports

There are no annual reports issued by such bodies as the Turkish Language Society, an academic association which discusses aspects of the teaching of all languages, including English, in its journal.

Handbooks

Hacettepe University handbook, 1984-5
Middle East Technical University handbook 1984-5
Bursa University: Rector's handbook
Aegean Journal of Language and Literature, Ege (Aegean) University, Izmir, 1983
OSYM handbook 1984 (University Entrance Examination and Selection Council)
Çukurova University Bulletin, Adana

Recent Articles on the Teaching of English Language and Literature in Turkey

KOÇ, Sabri

BAYDO'de okuma izlencesi ve okuma kitabi yazimi, temel ilkeler. Turk Dili Ozel Sayi, 47(379/380, 7/8.83, 211-219. Turkish Language Society (Reading Skills ELT Section).

RIFAT, Mehmet

Amerikan yapisalciliği üstüne- YAZKO Çeviri. 2(10), 1.83, 109-113. Society of Turkish Authors.

INGILIZ, Yazari

Arnold Wesker, in semineri üstüne söyleşi. Çagdas Eleştiri, 2(5), 5.83, 4-7 Bibliyografya. Contemporary Criticism (article on Wesker).

SONGUN, Recep

Doğu Anadolu'daki orta dereceli okul Ingilizce öğretmen ve öğrencilerinin öğretim öğrenim davranis ve ilişkileri. Turk Dili Ozel Sayi, 47(379/380), 7/8.83, 227-233 Bibliyografya. Turkish Language Society (ELT: Teacher-Pupil Behaviour in English Classes in E.Anatolia).

BOAS, Franz

Seçme parçalar (Dilbilin Üzerine). Ingilizceden ceviren: Aslı GOKSEL. YAZKO Çeviri, 2(10), 1.83, 114-115. Society of Turkish Authors (Selections of English language).

Dissertations

The unpublished MA dissertation of Miss Nurgun Akar of Gazi University, Ankara, advocates a modern approach to ELT methodology in teacher training for Turkish teachers. She has studied in Britain at Leeds University and Moray House College of Education.

Two other former Council-sponsored students who have produced dissertations of note (but unpublished) are Miss Binnaz Melin and Miss Oya Berk, both from Istanbul University Faculty of Education Foreign Languages Department. Their dissertations were:

A study of adjectives complemented by infinitives in English (Oya Berk, Lancaster University Linguistics Department, 1983).

Definition and Exemplification in Two EFL Dictionaries - a Contribution to the Study of EFL Lexicography (Binnaz Melin, University of Leeds, 1983).

15. GENERAL STATEMENT

There is an insatiable interest in the English language at all levels in Turkey, and a wide enthusiasm for English literature also, particularly in the universities. While English is generally recognized as vital for the development of Turkey if she is not to be isolated from worldwide commercial and industrial changes, the great increase in student numbers in the universities has made the task of providing high-quality English instruction much more difficult. Until the problems of overcrowded classes, understaffed departments and lack of funds are resolved, especially in the Faculties of Education that produce the teachers of English, the situation is unlikely to improve. Similarly, the large number of untrained or inadequately trained language teachers at school level presents a major teacher-training problem. Both the universities and the Ministry of Education have recently undergone severe upheavals and reorganization, and a period of stability and consolidation is now needed if they are to recover from this and move forward.